

Standard 4.4: California Becomes an Agricultural and Industrial Power

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Standard 4.4: Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's, in terms of:

1. The story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental Railroad, including the contributions of the Chinese workers to its construction;
2. How the Gold Rush transformed the economy of California, including the type of products produced and consumed, changes in town (e.g., Sacramento, San Francisco) and economic conflicts between diverse groups of people;
3. Rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles);
4. The effects of the Great Depression, the Dust Bowl and World War II on California;
5. The development and location of new industries since the turn of the century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin;
6. California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs;
7. The history and development of California's public education system, including universities and community colleges;
8. The impact of 20th century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

Sample topic addressing elements of Standard 4.4:

California Becomes an Agricultural and Industrial Power: Movement of diverse populations

Parts of the second and third elements.

Suggested time: 10 class periods

**Grade 4 Teachers
Adaptations to your Classroom**

Standard 4.4: California Becomes an Agricultural & Industrial Power

1. Create a data retrieval chart for student use in “Beginning the Topic” to record information gained from family member interviews.
2. Develop a graphic organizer for students to use in “Beginning the Topic” when asked to compare the difficulties of their family’s journey to California to those of persons previously studied, such as the Spanish explorers or the pioneers who came to California during the Gold Rush.
3. Locate a map that shows major immigrant settlement areas in California between 1850 and 1920.
4. Create and complete a data retrieval chart that is divided into 20 to 30 year periods between 1850s and the 1930s. For each period, respond briefly to the questions outlined in “Developing the Topic”-- who were the major groups of people who settled in the state, how people lived, how they made a living, how they interacted with one another, the problems they faced, and the contributions they made to the development of California.
5. Research the biographies of the prominent individuals of the time, such as Luther Burbank, Domingo Ghirardelli, Woodie Guthrie, Ishi, Captain Jack of the Modocs, Theodore Judah, Biddy Mason, John Muir, William Mulholland, Ng Poon Chew, Marie Mason Potts, Tye Leung Schultz, Sylvia Stark or Levi Strauss. Select five individuals and write a short (½ to 1 page) summary of their life, including at least 2 bibliographical references.
6. Study the Chinese experience in the 1850s-1880s and write a short response to each of the following questions: Why did the Chinese emigrate to California? What were the risks they took in emigrating? What did they hope to gain? What types of work did most find? What problems did they face? Why did the United States Congress pass the Chinese Exclusion Act in 1882? What contributions did the Chinese make to American society?
7. Collect a series of photographs that illustrate the jobs held by the Chinese between 1850-1880.
8. Develop a list of exhibits at local museums and historical societies, as well as potential guest speakers who could support the activities outlined in “Developing the Topic”.
9. Investigate the SCORE history-social science web site (<http://score.rims.k12.ca.us>) to learn about teaching resources, related Internet sites, and activities for this unit

Significance of the Topic

The focus of this section of the standards is on the rapid population growth and large-scale agricultural development as well as linkages between California and the rest of the United States, following the Gold Rush. As part of the study of immigration of diverse groups of people to California, students learn about the “push-pull” factors that led to the internal migration and immigration of hundreds of thousands of people from other parts of the United States and the world, to California between 1850 and the 1930s. People ventured to California from the northeast, midwest, and south, while others emigrated from China, Europe, and Latin America. In the 1850s some came overland by wagons while others ventured to California by way of the Isthmus of Panama or Nicaragua, the Straits of Magellan, or across the Pacific Ocean. In the 1930s most migrants came to the central valley of California by truck from Oklahoma and Arkansas.

Each person who came to California had a dream; many of those who arrived as part of the Gold Rush sought to gain wealth and return home. Many immigrants who had been lured by the stories of great wealth in mining gold soon discovered that they needed to find other sources of work. Some immigrants had success in their quest for gold, however the majority worked at various jobs in urban areas or spent long hours doing menial labor in mining camps. For immigrants who ventured to California after the Gold Rush ended, their dream was to form a new life escaping from economic hardships, political unrest, or religious intolerance. The migrants of the 1930s from the Dust Bowl sought relief from the great drought and farm depression which caused them to lose their farms in the Mid-west and South.

The building of the Transcontinental Railroad in the 1860s attracted workers from all over the world, especially from China. Many of the Chinese who had come searching for gold and others recruited in China became the major labor force in the building of the Central Pacific Railroad from Sacramento eastward across the Sierras. Irish immigrants, who had earlier settled in the United States, were recruited to work for the Union Pacific laying track westward across the Great Plains. The completion of the Transcontinental Railroad brought even more migrants to California.

Once the Transcontinental Railroad was completed the labor force swelled as construction workers sought to find new jobs and competition for existing jobs increased. Compounding the problem, a recession caused widespread unemployment. The Chinese faced increasing discrimination especially from other workers competing for jobs. Because of intense pressure, in 1882 the U.S. Congress passed the Chinese Exclusion Act which prohibited workers from entering the country, although it did permit a limited number of professionals and students to come to the U.S.

As more people came to this state, California Indians were increasingly driven from their land and, like Indians of other western territories, were forced off their ancestral lands and onto reservations. In time, reservation lands were reduced in size as Indians were driven to remote regions of the state. During their movement some Indians, such as the Modocs, fought white settlers and the military.

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California's large Mexican population gradually became a minority as more and more people migrated to the state. The era of the great ranchos came to an end and many of the Californios lost their large holdings. Other Mexican residents of California, many of whom had not shared the wealth of the rancheros, settled in barrios in urban areas or worked as seasonal laborers.

Throughout the latter part of the nineteenth century more and more people flocked to the state. After the completion of the Transcontinental Railroad, California became an important link in Pacific trade. The opening of the Panama Canal in the early twentieth century further expanded California's economy. The need for oil, farm products, and cotton for military uniforms during World War I further stimulated economic development of the state. By the end of the war a number of new communities and cities were established, especially in Southern California. However, the huge construction boom ended with the Great Depression of 1929. Despite the Depression some 345,000 farmers from the "Dust Bowl" came to California seeking employment in agriculture.

Throughout the study of this unit emphasize the similarities and differences of the experience of migrants and immigrants from different parts of the world and at different time periods. Students should examine the contributions of different peoples to the development of the state and recognize the importance of working together to build an even better life for all the peoples of California.

Focus Questions:

1. What are the major reasons for emigration and immigration to California?
2. When and how did my family (or other families) come to California?
3. What major immigrant groups settled in California between 1850 and 1920 and what was their life like?
4. What was the Chinese experience like between 1850-1880?
5. Who were the prominent individuals of the time period and what were they known for?
6. Who comprise the "Faces of California"?

Literacy Links

A variety of strategies and activities are included in the unit that support and develop reading, writing, listening, and speaking skills. Examples of the literacy supporting activities from this lesson are:

Reading

- Make and read maps, charts and graphic organizers
- Read a variety of texts including narrative, informational (encyclopedias, almanacs) biographies, historical fiction, legends, folk tales
- Develop content specific vocabulary dealing with aspects of emigration, immigration and economic development

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Writing

- Make a graphic illustration of push-pull factors behind migration
- Write journal entries describing reasons for migration
- Describe geographic regions that immigrants encountered
- Compare journey difficulties with those faced by earlier explorers
- Indicate major geographical regions and settlement locations on a map
- Write short biographical sketches or poems to describe the life and accomplishments of various prominent individuals
- Write a RAFT narrative
- Write and edit articles as reporters describing internal migration and immigration to California between 1850 and 1930
- List jobs most common in California in the 1890 and compare to today
- List reasons for current day immigration to California
- Daily journal entries that take on the role of a book's main character
- Write Readers Theater scripts

Speaking

- Respond to questions
- Explain why people choose to move to another state or country
- Interview family members
- Discuss the Chinese immigrant experience
- Role play one of the "Faces of California" characters
- Act as a talk show host
- Dramatize a Readers Theater character
- Speak clearly at an understandable pace

Listening

- to multi-step directions
- to stories read aloud
- to class discussions
- to interview responses
- to guest speakers
- to dramatic performances

Sample Vocabulary Used in this Unit

Discrimination

Emigration

Entrepreneur

Generation

Hoodwink

Immigration

Land Reclamation

Migration

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Transcontinental

Suggested Materials for this Unit

Small paper pennants

Colored yarn

Butcher paper cut to the shape of California.

Overhead map of California

State maps

Materials identified in Appendix IV-4 for Wall Newspaper Project

Presentation and Activities

A number of programs in the video series "*California's Gold*", along with Teachers Guides that include suggested activities, developed by the California Department of Education, could be used throughout this lesson to illustrate the experiences of immigrants and their contributions to the development of California (see "Resources for the Sample Topic").

A

Beginning the Topic

Focus Question: What are the major reasons for emigration and immigration to California?

Brainstorm reasons why people emigrate. Working in groups, have students make a graphic illustration of push-pull factors behind emigration. Post the illustrations in the classroom. Explain reasons why people would choose to leave their homes to move to a different state or country.

Focus Question: When and how did my family (or other families) come to California?

On a world map have students locate where they or their ancestors lived before coming to California. Students write their names on small paper pennants and pin each to the place of their family's origin. Use colored yarn to connect the place to their current residence in California. Indicate with different colored pennants those students whose ancestors have lived in the area since California became a state in 1850.

To deepen students' understanding, have them interview members of their extended family, a neighbor family, or a family in literature to determine when and why they came to California. For those students whose families have lived in the area as far back as they can recall, have them interview a friend or neighbor to determine when their family first came to the region. Decide how information will be recorded. Work with students to develop appropriate interview questions such as:

- ✓ What countries did you/your parents/your grandparents come from?
- ✓ What language(s) did they speak?

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- ✓ When and how did they arrive?
- ✓ Why did they come to America?
- ✓ How did they earn a living?
- ✓ What adjustments had to be made to life here?
- ✓ Are there other interesting family stories?

Use interview information to write journal entries describing the reasons for migration and explain how the family came to California. Describe the geographic regions that they crossed in getting to California. Compare the difficulties of their journey to those they have previously studied such as the Spanish explorers or the pioneers who came to California during the Gold Rush.

B

Developing the Topic

Focus Question: What major immigrant groups settled in California between 1850 and 1920 and what was their life like?

Divide the class into groups each representing a 20 to 30 year period between 1850s and the 1930s. Give each group a large piece of butcher paper cut to the shape of the state of California. Using the information on geographic regions learned from the study of Standard 4.1, students indicate the major deserts, mountain ranges, and rivers of the state. Have each group indicate on their map the people who settled in the state as well as the areas populated by Indians and Mexican Americans. Locate a map (in student text or library) that shows major immigrant settlement areas in California between 1850 and 1920 as a guide.

Each group is to assume the responsibility of investigating life in California for their assigned time period. Divide responsibilities within the group in order to explore:

- ✓ how people lived,
- ✓ how they made a living,
- ✓ how they interacted with one another,
- ✓ the problems they faced,
- ✓ the contributions they made to the development of California.

Use sketches or paste pictures on the map which represent different ethnic groups, the types of work performed, and the contributions they made to the development of California during the designated time period.

Focus Question: What was the Chinese experience like between 1850-1880?

Use the Chinese experience in the 1850s-1880s as a model to assist students in the development of this activity. Present a series of questions for class discussion:

Why did the Chinese emigrate to California?

What were the risks they took in emigrating?

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What did they hope to gain?

What types of work did most find?

What problems did they face?

Why did the United States Congress pass the Chinese Exclusion Act in 1882?

What contributions did the Chinese make to American society?

On an overhead map of California locate the geographic regions of the state and areas where Chinese settled during the first generation of immigration. Point out the area where Chinese mined for gold, the route of the Central Pacific Railroad where Chinese workers labored, and the San Joaquin and Sacramento River deltas where Chinese workers constructed irrigation channels and drained swamps and marshes.

To illustrate push-pull factors read to the class the story of Fatt Hing (Appendix IV-1), a nineteen-year-old Chinese fish peddler who heard stories of *Gam Saan*, "gold mountain." Also read the excerpt from "A Chinese Miner's Letter (Appendix IV-2) in which Li Tang writes to his wife in China about how difficult it is to mine for gold and the hostile feeling that the Chinese encountered. Use stories and illustrations from sources such as *An Illustrated History of the Chinese in America*, *The Chinese Americans*, *Coming to America: The (Chinese-American Experience)*, and *Strangers from a Different Shore: A History of Asian Americans* ("Resources for the Sample Topic") to develop the case study.

It is important for students to understand that despite discrimination, Chinese Americans contributed to the growth and development of California. For example, between 1871 and 1874, Chinese laborers, having completed their work on the Transcontinental Railroad, began land reclamation of waterways and swamps filled with tule marshes, peat bogs, and silt. These laborers built miles of levees, ditches, dikes, canals and irrigation channels to drain the swampy Sacramento delta region and helped to expand California's agricultural production. *Chinese Americans, Past and Present* recounts the varied contributions of Chinese to California's economy and society. Chinese immigrants introduced new varieties of fruits and vegetables that greatly enriched California and the nation's farm production. Other Chinese were entrepreneurs and started laundries, grocery stores, restaurants, and butcher shops that required little capital investment. Introduce students to the jobs the Chinese held by showing a series of photographs of men at work which may be found in many of the books listed in "Resources for the Sample Topic."

Focus Question: Who were the prominent individuals of the time period and what were they known for?

Ask students to highlight one or two prominent individuals of the time period and write short biographic sketches or poems that tell the story of the person's life and accomplishments. Students may select such persons as Luther Burbank, Domingo Ghirardelli, Woodie Guthrie, Ishi, Captain Jack of the Modocs, Theodore Judah, Biddy Mason, John Muir, William Mulholland, Ng Poon Chew, Marie Mason Potts, Tye Leung Schultz, Sylvia Stark or Levi Strauss.

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After modeling the activity have groups begin their own research. Make use of exhibits at local museums and historical societies and invite guest speakers to the class or work with groups of students in the development of the activity.

C

Culminating the Topic

Focus Question: Who comprise the “Faces of California”?

Post the butcher paper maps of California which each group developed at learning stations throughout the classroom. Drawing from the work of each group, create a mural entitled "Faces of California" which compares the many cultural and economic contributions of the diverse populations which transformed the state from the Gold Rush through the 1930s. Display the mural in the school library for parent viewing or arrange for a special program open to the public in which students assume the role of different individuals they researched and, in period costume, tell their story using the class mural as a backdrop.

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end. The focus questions provide a framework for the evaluation of the unit. Assessment features described in this unit (as well as in the Extended and Correlated Activities) include:

- Make a graphic illustration of push-pull factors behind migration.
- Write journal entries describing reasons for migration.
- Describe geographic regions that immigrants encountered.
- Compare journey difficulties with those faced by earlier explorers.
- Indicate major geographical regions and settlement locations on a map.
- Write short biographical sketches or poems to describe the life and accomplishments of various prominent individuals.
- Write a RAFT narrative.
- Write and edit articles as reporters describing internal migration and immigration to California between 1850 and 1930.
- List jobs most common in California in the 1890 and compare to today.
- List reasons for current day immigration to California.
- Write daily journal entries that take on the role of a book’s main character.
- Write Readers Theater scripts.
- Explain why people choose to move to another state or country.
- Interview family members.
- Discuss the Chinese immigrant experience.

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- Role play one of the “Faces of California” characters.
- Dramatize a Readers Theater character.
- Respond correctly to class discussion questions.
- Work collaboratively to complete projects.

Extended and Correlated Activities

- Students write a RAFT (see Appendix IV-3 for a model). Set up the following situation: you are an immigrant who came to California during the Gold Rush to become rich and return home to rescue your family from poverty. Your dreams of wealth were never realized. Write a letter home to your family explaining why you are not coming home rich and how you now feel.
- As an interdisciplinary activity students write articles as reporters describing internal migration and immigration to California between the 1850s and 1930s for a “wall newspaper.” A wall newspaper is made from long sheets of butcher paper hanging vertically on the wall. For additional materials needed for this project, see Appendix IV-4. Include news stories, editorials, editorial cartoons, classified ads, and advertisements. Divide the writing tasks among cooperative groups having each group take a different aspect of the paper. Once the articles have been edited and rewritten, students arrange the articles and illustrations on the papers, put in a date appropriate to the era, and title their wall newspaper.
- Students list the jobs that were most common in California in the 1890s and compare them with the jobs of today. How have jobs changed over the past 100 years? What job would they have wanted if they lived in the 1890s? Explain the choice and the responsibilities of that job. What would be a similar job today? Are the responsibilities similar or different than they were in the 1890s?
- Students research current day immigration to California and list reasons for immigration. Analyze the similarities and the differences in the reasons for immigration and the realities the newly arrived immigrants faced when they come to a new land. Are these realities similar to the conditions the immigrants of the 1850s through 1880s faced when they first came to California?
- Research the development of the Transcontinental Railroad and explain how advancing technologies in transportation linked the California economy to that of the rest of the nation. How important was the railroad in the development of California history? What role did the Chinese and Irish immigrant have in the building of the railroad? How did the railroad promote international trade?
- Excerpts from biographies and short novels provide opportunities for a number of activities. Any number of books listed in “Resources for the Sample Topic” such as *Angel Island Prisoner, 1922*, *John Muir: Saving the Wilderness*, *Mr. Blue Jeans: A Story About Levi Strauss*, *Dust for Dinner*, *A Jar of Dreams* or *Chang's*

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Paper Pony could be read aloud or used to create daily journal entries taking on the role of the main character in the books. The books also provide opportunities for the development of activities such as:

1. Role playing/dramatization or Readers Theater. Assign different chapters to cooperative groups to rewrite as scripts and role play. (Appendix IV-5 explains how to set-up a Readers Theater activity).
2. Students illustrate the chapters by selecting one or two scenes for each chapter. Combine the illustrations to create an illustrated sequential summary of the book.
3. Students act as a talk show host or interviewer using the characters in the novel as their guests. Have the students rehearse their parts and present their interview.

Resources for the Sample Topic

"*California's Gold*." VHS, PBS Los Angeles, 1991-1995. A video series which explores topics in California history and aspects of every-day life in the state. "*California's Gold*" consists of five video sets, each of which contains 12 programs. A teacher's guide for each set gives an overview of programs within the set and suggests various resources and interactive instructional strategies which are linked to the California Framework and State Standards. Programs in the series highlight people and events which that this unit of study. This is an extremely valuable resource for teachers and may be ordered from the California Department of Education, 1-800-995-4099.

Camarillo, Albert. *Chicanos in California: A History of Mexican Americans in California*. Sparks, NV: Materials for Today's Learning, Inc., 1990. One of the volumes in the Golden State Series, *Chicanos in California* is a good teacher resource. The text examines the foundations of Mexican California from the founding of San Diego in 1769 through the social protest movement of the 1960s and 1970s.

Chan, Sucheng. *Asian Californians*. San Francisco: Materials for Today's Learning/Boyd and Fraser, 1991. This teacher resource, part of the Golden State Series, focuses on the history of Chinese, Japanese, Korean, Filipino, and Asian Indians in California.

Chen, Jack. *The Chinese of America*. New York: Harper and Row, 1980. An excellent teacher resource which follows the Chinese from their arrival until the present. The work examines in depth the economic, cultural, and political aspects of the Chinese American experience. Although out of print, this source is available from most libraries.

Chetin, Helen. *Angel Island Prisoner 1922*. New Seed Press, 1982. Bilingual in English and Chinese, this book tells the story of young Wai Ching and the 30 women and girls

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waiting on Angel Island to enter the U.S. The book includes Chinese legends and customs.

"*The Cobblestone American History CD-ROM: 1980-1994*." Cobblestone Publishing, Inc., 1995. A full-text database with a menu-driven search strategy makes for easy retrieval of *Cobblestone* articles which appeared in issues between 1980 and 1994. Maps, puzzle grids, and diagrams are included, however, illustrations do not appear. Articles and lists of references can be either printed or exported to a disk. A printed index is included with the CD-ROM.

Herda, D. J. *Ethnic America: Southwestern States*. Brookfield, CT: The Millbrook Press, 1991. This well illustrated book begins with a discussion of American Indians in the Southwest and examines immigration throughout the region. The work provides information on Mexican, African American, Asian, and European settlers.

Hinckley, Helen. *Rails From the West: A Biography of Theodore D. Judah*. San Marino, CA: Golden West Books, 1969. Theodore Judah, an engineer from New York, dreamed of building a railroad across the Sierras to connect California to the nation. This biography, recommended for teacher reading, tells the story of Judah's perseverance in fulfilling his dream of a transcontinental railroad as well as his conflict with the "Big Four" railroad giants--Stanford, Huntington, Hopkins, and Crocker. Although out of print, copies of this volume are available from most libraries.

Hoexter, Corrine K. *From Canton to California: The Epic of Chinese Immigration*. New York: Four Winds Press, 1976. This background reading material for teachers examines the reasons for emigration and the Chinese experience in California. The author corrects the many misconceptions about Chinese culture. A good teacher resource. Although out of print, copies may be obtained from most libraries.

Hutchens, Dorothy. *America Through the Eyes of Immigrants*. Los Angeles: California History-Social Science Project, 1995. A teacher developed unit, rich in activities, handouts, and photographs, which helps students understand the physical and emotional hardships endured by immigrants throughout the nation's history.

Lapp, Rudolph. *Afro-Americans in California*. San Francisco: Boyd & Fraser Publishing Company, 1987. Lapp's work, one volume in the Golden State Series, offers history and commentary that is valuable for the teacher's own reading. Chapter 2, "New Struggles in the Gilded Age," is especially useful in the development of this unit of study.

McCunn, Ruthanne Lum. *An Illustrated History of the Chinese in America*. San Francisco: Design Enterprises, 1979. A comprehensive survey of the story of the Chinese in the United States from early emigration to the later twentieth century. This resource book is filled with old photographs and drawings which could be used with students. McCunn has also written *Thousand Pieces of Gold* (Design Enterprises, 1981), a biographical novel about Lalu Nathoy, a Chinese pioneer woman in the American

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West, recommended for teacher reading. This source is out of print, however, copies are available from most libraries.

Meltzer, Milton. *The Chinese Americans*. New York: Thomas Y. Crowell, 1980. Meltzer, a prolific writer for young readers, traces the history of the Chinese in the United States and describes their contributions to the development of this country and their struggle for social, political, and economic justice. Excerpts may be read aloud. The book is well illustrated with photographs, sketches, and political cartoons. This source is out of print, but copies are available from most libraries.

Minnick, Sylvia Sun. *Samfow: The San Joaquin Chinese Legacy*. Fresno, CA: Panorama West Publishing, 1988. A multi-faceted portrait of the Chinese immigrants to California of the mid-nineteenth century. Follow the Chinese as they move from the gateway cosmopolitan cities into smaller mining communities where the lure of gold is overshadowed by racial hostilities. Go with the Chinese immigrants to San Joaquin County where they transform the Sacramento-San Joaquin Delta into an agricultural haven. This is excellent for teacher background reading.

Naden, Corrine J. and Rose Blue. *John Muir: Saving the Wilderness*. Brookfield, CT: The Millbrook Press, 1992. This easy-to-read biography of the "father of our national parks" follows Muir from his birthplace in Scotland to Wisconsin and finally California. Re-living adventures of the mountain man, explorer, conservationist, and founder of the Sierra Club, children will develop an appreciation for California's natural wonders.

Petersen, David. *Ishi: The Last of His People*. Chicago: Children's Press, 1991. This short, readable book recounts the story of Ishi and explains the conflict which forced the Yana to live in hiding.

Scott, Victoria, and Ernest Jones. *Sylvia Stark: A Pioneer*. Open Hand, 1991. Sylvia Stark, an African American, traveled across the country with her family in 1850 to seek freedom in California. Fearing the effects of the Dred Scott decision of 1857 and growing hostility to Blacks in California, Sylvia and her husband left Placerville for a new life in Canada. This true story of the courage and determination of an early California pioneer is appropriate for student reading.

Stanley, Jerry. *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*. New York: Crown, 1992. Children of the Dust Bowl tells how migrant children overcame tremendous odds to build their own school near Bakersfield and how they succeeded in transforming prejudice to acceptance and despair to hope. This richly illustrated book is recommended for students.

Steinbeck, John. *The Harvest Gypsies: On the Road to the Grapes of Wrath*. San Bernardino, CA: Borgo Press, 1991. A collection of seven newspaper articles written by Steinbeck in 1936, on migrant farm workers. The Harvest Gypsies gives an eyewitness account of the horrendous Dust Bowl migration. Excellent teacher background reading.

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Takaki, Ronald. *Strangers from A Different Shore: A History of Asian Americans*. New York: Penguin Books, 1989. Recommended for teacher background reading, Takaki's work is a blend of narrative history and personal recollections of Chinese, Japanese, Korean, Filipino, Asian Indians, and recent immigrants from Southeast Asia.

Turner, Anne. *Dust for Dinner*. New York: Harper Collins, 1995. A chronicle of the difficulties faced by one "dust bowl" farm family as they are forced to abandon their home for the promise of work in California. Confronted with many difficulties and disappointments they never lose their appreciation for one another.

Uchida, Yoshiko. *A Jar of Dreams*. Macmillan, 1993. This story of the Great Depression is told by eleven-year-old Rinko, the only girl in a Japanese American family in Oakland. It portrays the tensions and problems of that time.

Weidt, Maryann N. *Mr. Blue Jeans: A Story About Levi Strauss*. Minneapolis: Carolrhoda Books, 1990. Illustrated by Lydia Anderson. Weidt's biography traces the life of Levi Strauss, a Jewish immigrant, from a clothing peddler to the founder of the world's largest manufacturer of denim jeans.

Westwood, Phoebe Louise with Richard W. Rohrbacher. *Yesteryear's Child: Golden Days & Summer Nights*. Stockton, CA: Heritage West Books, 1994. This easy-to-read account of life before the First World War brings to life a time and place in our collective American past. *Yesteryear's Child* tells of everyday life from town to farm in California at the beginning of the twentieth century. It is accompanied by a Teacher's Guide.

Wheeler, B. Gordon. *Black California: The History of African-Americans in the Golden State*. New York: Hippocrene Books, 1993. This teacher resource book chronicles the history of Blacks in California history from the Spanish colonial period to the present. Chapters 8 to 13 examine the experiences of African Americans during the period covered in this unit.

Wilcox, Del. *Voyagers to California*. Elk, CA: Sea Rock Press, 1991. A good survey of immigration and migration to California. Several chapters of this book apply to this unit and explore the experiences and contributions of Hispanics, African Americans, Chinese, Japanese, Italians, Jews, Germans, Scandinavians, Scots, and "Oakies."

Wills, Charles A. *A Historical Album of California*. Brookfield CT: The Millbrook Press, 1994. This well-illustrated survey provides students with an overview of California history. Part II, "Statehood and Beyond" is especially useful in the development of this unit of study.

Wong, Don, and Irene Dea Collier. *Chinese Americans, Past and Present*. Association of Chinese Teachers, 1977 (available from distributors). The emphasis on work sheets in this booklet is a drawback, but usable stories, primary sources, and other materials are included in this teacher's resource.

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Wu, Dana Ying-Hui and Jeffrey Dao-Sheng Tung. *Coming to America: The Chinese-American Experience*. Brookfield, CT: Millbrook Press, 1993. A survey of the experiences of Chinese immigrants with background information on conditions in China which promoted emigration. This is a capsule account, parts of which could be read to the class to help explain push-pull factors of immigration and the context of the anti-Chinese laws of the late 19th century.

Yep, Laurence. *Tongues of Jade*. Illustrated by David Wiesner. HarperCollins, 1991. Yep presents folk tales told among the Chinese immigrants in the Oakland area that were collected as an oral history project by the Works Progress Administration during the Great Depression. Each section is prefaced with a discussion of how the stories reflect Chinese culture that proved so important to the immigrant. Yep's *Rainbow People* (Harper, 1989) contains 20 Cantonese folk tales. *Dragon's Gate* (HarperCollins, 1993), by the same author, captures the drama, pathos, injustice and thrill of building the Transcontinental Railroad through the Sierra Nevada mountains in 1867.

Resources for Other Topics

Atkin, Beth. *Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories*. Little, 1993. Photos, poems in Spanish and English, and first-person narratives accurately depict the arduous lives of nine Hispanic young people. Use alone or in conjunction with *Children of the Dustbowl*.

California Women: Activities Guide Kindergarten Through Grade Twelve. Sacramento: California State Department of Education, 1988. This teacher's resource includes portraits of many important women throughout California's history. The portraits of Tye Leung Schultz and Marie Mason Potts should be included in this unit.

Cameron, Eleanor. *Julia and the Hand of God*. Dutton, 1977. Eleven-year-old Julia Redfern wants to be a writer. She is deeply sensitive and often in trouble with her grandmother. A narrow escape from a forest fire that descends on Berkeley, California, in 1923 adds excitement. See also *That Julia Redfern* (Dutton, 1982) by the same author. Although out of print, copies of this volume may be obtained from most libraries.

Chetin, Helen. *Angel Island Prisoner 1922*. New Seed Press, 1982. Bilingual in English and Chinese, this book tells the story of young Wai Ching and the 30 women and girls waiting on Angel Island to enter the U.S. The book includes Chinese legends and customs.

Coats, Laura Jane. *The Almond Orchard*. Macmillan, 1991. This picture book, a historical look at an almond orchard in California's central valley, depicts the changing of seasons and the different stages of crop production and harvesting through the eyes of a young child. Many years later the child is the owner and the reader will see some changes in the process. This is an interesting book for reviewing food growing cycles and can be read in one sitting.

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Donahue, Marilyn C. *The Valley in Between*. Walker, 1987. A peaceful farming community in the San Bernardino Valley is transformed into a lawless frontier town by the recall of Mormons to Utah, Indian raids, the discovery of gold in the mountains, and pre-Civil War feelings.

Eureka! California in Children's Literature, 1988-1992. Sacramento, CA: California Library Association, 1993. This pamphlet, compiled by the California Library Association, lists Beatty Award winning books about California. *Eureka!*, an exceptional source book for teachers, includes short annotations and grade level recommendations for both fiction and non-fiction works. For information call (916-447-8541).

Fraser, Mary Ann. *Ten Mile Day: And the Building of the Transcontinental Railroad*. New York: Henry Holt and Company, 1996. Through this book, Fraser retraces the routes of the crews, their tools, and every minute of the ten-mile day as Central Pacific crews blast through mountains, brave avalanches and sweat through desert heat. Included are detail insets on Theodore Judah, the Central Pacific's labor force, and the laying of the golden spike.

Goldin, Barbara Diamond. *Red Means Good Fortune: A Story of San Francisco's Chinatown*. New York: Puffin Books, 1996. An enchanting tale of a young Chinese immigrant boy's life in old San Francisco and the influences from ancient Chinese traditions, the Transcontinental Railroad, and Chinese slave girls. It is easy-to-read and full of historically accurate details.

Kudinski, Kathleen V. *Earthquake: A Story of Old San Francisco*. New York: The Penguin Group, 1993. The story of the great San Francisco earthquake as seen through the eyes of a fictional young hero.

McCall, Edith. *Mail Riders*. Chicago: Children's Press, 1980. A selection of exciting and easy-to-read stories that will bring the adventures and hardships of the Pony Express and the Overland Mail Service to life for young readers. Although out of print, copies are available at most libraries.

McClain, Charles J. *In Search of Equality: The Chinese Struggle against Discrimination in Nineteenth Century America*. University of California- Press, 1994. This well documented book demonstrates how the Chinese in California repeatedly used the judicial system to fight racist policies and injustice. Recommended for teacher reading.

"*Neighborhoods: The Hidden Cities of San Francisco--Chinatown*." San Francisco: KQED, Inc., 1996. Through a mixture of personal recollections, archival photographs, poetry, and narration, "*Chinatown*" recalls the days when the neighborhood was a refuge for new immigrants. Documentary footage reveals the stories of how residents made a life and thrived despite discriminatory legislation and popular anti-Chinese sentiment. The video is recommended for teacher viewing; it is not appropriate in its entirety for classroom use at this grade level. Short segments, however, might be used to help

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explain the reasons for immigration, anti-Chinese sentiment, and the contributions the Chinese made to American society. The resource guide which accompanies the videotape provides a number of meaningful lessons and extension activities.

Schlissel, Lillian. *Black Frontiers: A History of African American Heroes in the Old West*. Simon and Schuster, 1995. Meet "Stagecoach Mary", Biddy Mason, Jim Beckwourth and many other ordinary and extra ordinary people of African American descent who traveled west after the Civil War. An excellent resource for students and teachers. This exceptional work models quality writing and has hard-to-find photographs.

Snyder, Zilpha. *Cat Running*. Delacorte, 1994. Cat Kinsey, the fastest runner in her school, longs to be a up-to-date as the other girls in her class and wear slacks for racing--but in the 1930s, her father finds such garb unseemly. This page-turner builds on Cat's growing empathy for the "Okies". The characterization shows depth and insight into the social issues of the time period. *Children of the Dustbowl* is supportive with factual material as a strong companion work.

Stein, R. Conrad. *The Story of the Golden Spike*. Chicago: Children's Press, 1978. This lighthearted, easy-to-read account of the laying of the Transcontinental Railroad is full of interesting and historic facts about the railroad building in the West. The people, places, and spirited competition of the Central Pacific and Union Pacific railroads comes to life in this book. *The Story of the San Francisco Earthquake* (Children's Press, 1983), by the same author, is an easy-reading, large print book that gives a vivid picture of the 1906 earthquake and fire. Although this book is out of print, copies may be found at most libraries.

Stinheimer, Richard. *California State Railroad Museum: Railroading in California and the West*. Sacramento: California Department of Parks and Recreation, 1991. This book discusses the vital role the railroads played in making the West more accessible for the rest of the United States. Children of all ages will enjoy the color illustrations included in this collection. Photographs of the various locomotives and the people that rode them aide readers in imagining how excited people were of this new development.

Williams, Sherley Anne. *Working Cotton*. Illustrated by Carole Byard. Harcourt Brace Jovanovich, 1992. A beautifully illustrated poem that tells of an African American family picking cotton in the central valley of California.

Wright, Courtni C. *Wagon Train: A Family Goes West in 1865*. Holiday House, 1995. A fictitious account based upon the few records that are available about the many African Americans who made overland journeys to the Pacific. This is a beautifully illustrated work to be shared in one read aloud session.

Yee, Paul. *Tales from Gold Mountain*. New York: Macmillan, 1990. The history of Chinese immigrants is the basis for this collection of authentic folk tales. The stories are unusual and strikingly illustrated.

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Yung, Judy. *Unbound Feet: A Social History of Chinese Women in San Francisco*. University of California Press, 1995. Yung's book, recommended for teacher background reading, is the story of Chinese American women in San Francisco during the first half of the twentieth century.

Visual and Performing Arts Resources

"*American History: Growing Pains*." Shorewood Art Prints, n.d. These art prints are valuable in integrating the humanities into the history-social science program. Russell, Remington, and Bingham are but three of the artists included.

"*The Transcontinental Railroad: 400 Rails to the Mile*." Documentary Photo Aids. A story in pictures of Lincoln's written approval of the Union Pacific's right-of-way to the completion at Promontory Summit.

Appendix IV-1

Story of a Chinese Immigrant

Fatt Hing, a nineteen-year-old fish peddler who lived in South China, heard stories about the world beyond China. One day while on the docks, Fatt Hing heard a great deal of commotion and saw the excitement in the faces of many of the fishermen and dock workers. Someone had said that there was a place where gold could be picked up from the ground, a place called Gam Saan, "gold mountain."

Fatt Hing decided to seek his fortune but did not tell his parents of his plan since they would forbid him to go across the ocean to a strange land. He knew that it was against the law for Chinese to emigrate from China. He also knew that many Chinese from his village had left to work in other countries but were to return home after their work contract ended, but few had returned.

As he expected, when he told his parents that he wanted to go to Gam Saan and would return with money so that they could live comfortably, they refused to permit him to leave. It took many months for Fatt Hing to convince his parents to let him go. His father sold their water buffalo and his mother pawned her earrings to pay for his passage. Fatt Hing was lucky. He did not have to arrange for passage through a ticket broker.

Once on board a Spanish ship bound for California, Fatt Hing discovered that the ship was filled with men like himself seeking wealth in Gam Saan. The passengers ate, slept, and passed much of the day below deck. The air in the ship's hold was foul. Much of the deck of the ship was roped-off and Fatt Hing and his fellow passengers were forbidden to go beyond the ropes. Fatt Hing spent most of the days and nights with his nose pressed against a crack in the boards covering the ship's hold. He wondered if he had not made the biggest mistake of his life in leaving home. As the weeks passed rumors began to spread that they had been deceived; that there was no mountain of gold. Some said they were told stories of gold to hoodwink them into boarding the ship and that they would be sold into slavery.

Towards the evening of the 95th day of the voyage, the captain had the holds opened and the men crowded onto the deck where they could see San Francisco on the horizon.

Adapted from Betty Lee Sung's *Mountain of Gold: The Story of the Chinese in America* (New York: The Macmillan Company, 1967), pages 22-25.

Appendix IV-2

Chinese Life in California Mining Gold

... The stories that they told in China about picking up gold from the ground aren't true. We have to work very hard to get our gold. I work six days a week from when the sun rises until it goes down. My partner and I use a special wood box to mine the gold. One of us shovels dirt and gravel from the riverbed into the box. The other person rocks the box while pouring water in it. The water washes the dirt away and the rocking separates the gold from the gravel. Most of the gold comes in the shape of tiny flakes and small nuggets. We mined \$35 worth of gold in the first week. With luck, in two years I may be able to return to China a wealthy man. Sometimes I think that I won't go back to China. There are nights that I dream of starting a new life here. In my dreams, I see us raising a family and running a store like Sun Woo's. But the people in America don't seem to like us even though we do little to bother them. They make it hard to live here in peace.

From *Chinese Americans, Past and Present* by Don Wong and Irene Dea Collier.

Appendix IV-3

RAFT Writing Activity and Assessment

ROLE

AUDIENCE

FORM

TENSE - TOPIC -TIME

RAFT writing immerses the writer into a specific scene.

EXAMPLES OF RAFT ASSIGNMENTS

- You are (TENSE) an immigrant working on the final link of the Transcontinental Railroad and witness the driving of the golden spike (ROLE) at Promontory Point in the Utah territory. Describe what transpired in a letter (FORM) to friends (AUDIENCE).
- You are (TENSE) suddenly stranded in San Francisco (ROLE). You find a telegraph office (FORM) and send a telegraph to a friend in Los Angeles (AUDIENCE). Write the telegraph message, explaining exactly where you are.
- You are a political cartoonist for a San Francisco newspaper (ROLE and AUDIENCE). Design a cartoon (FORM) that illustrates a major event that has taken place (TENSE). Include a caption and your signature as the artist.
- You were (TENSE) one of the ships carrying immigrants to California. In a story (FORM) to the other ships (AUDIENCE) which are in the San Francisco harbor, explain (ROLE) what new and different things you saw.
- You are (TENSE) a Chinese worker who decided to return to China after witnessing the anti-Chinese demonstrations in San Francisco (ROLE). As others gather around you on the dock in Canton (AUDIENCE), recount your tales through the "fortunately, unfortunately" format (FORM).

ASSESSMENT OF RAFT CHECKLIST

YES

I could identify the ROLE you assumed.

It was consistent.

I could identify your AUDIENCE.

You followed the prescribed FORM.

You used the appropriate TENSE.

You paid attention to mechanics.

NO

OVERALL EFFECT:

Poor

Average

Good

Excellent

Comments:

Appendix IV-4

Wall Newspaper Project

Each group of students will need the following materials:

- ✓ One or two pairs of scissors
- ✓ One or two rulers (yard stick or meter sticks)
- ✓ Lined and unlined paper for articles, pictures, etc.
- ✓ Masking tape (for practice arrangement of articles, pictures, etc.)
- ✓ One or two bottles of glue or paste
- ✓ Poster board or construction paper
- ✓ Thin black markers
- ✓ Assorted colored markers
- ✓ Sample newspaper for page layout

Suggest that students:

1. Leave one to two inch borders
2. Make headlines
3. Use graphics throughout the newspaper

Appendix IV-5

Readers Theater

❖ What is Readers Theater?

Readers Theater is an oral presentation in which students perform a work reading from a script. Speakers portray different characters and one or more narrators fill in the plot. The key to a good readers theater is simplicity, and action is minimal.

❖ Where do you get a script?

A good script is an essential aspect of Readers Theater. The script can be taken from a variety of sources such as excerpts from primary source documents including speeches, diary entries, and autobiographies; novels, short stories, or plays--or, students could be encouraged to write an original script. These are but a few of the available resources for developing a Readers Theater script.

❖ What resources do you need?

No props are required. Chairs or stools and readers stands are useful but not necessary. Simple scenery backdrops and costumes could be used, but elaborate sets and wardrobe are discouraged.

❖ Suggestions for a Readers Theater Performance

1. Adapt a story or document. Have a narrator establish the context and divide the story so that students perform the dialogue of the different characters.
2. Provide student readers with a short script which would take five to ten minutes to perform. Scripts may be stapled into construction paper folders. Students highlight or underline their parts in the script.
3. Performers do not memorize their parts but read from the script. Traditionally readers do not look at one another. Instead readers look just beyond the audience which is known as an "off stage focus."
4. Movement, gestures, and staging may be used to enhance the presentation but should not detract from the literature of historical document which is the central focus of the activity. Because action is minimal, participants should be encouraged to portray their roles with a variety of expressive gestures and voice inflections.
5. When reading a part or involved in a dialogue, students face the audience. If characters are not directly involved in the script they remain "on stage" and simply turn to the side or their backs to the audience.
6. For non-fluent readers (or young children), the teacher can read each of the lines aloud followed immediately with a repetition by the student portraying that character.